

# Our Community: Our World

Second Grade

A center based unit focusing on literacy, geography, civics, economics



Standards/Inquiry Questions:

- a. Listen to formulate thoughts and generate clarifying questions
- b. Ask and answer questions, and express knowledge, experiences, thoughts, and opinions
- c. Improve their own communication by actively listening
- 1. Do people learn more by talking or listening? Why?

Day 1:

Procedure

Intro/build engagement

- Give students the mystery envelopes. Ask them to predict what our next unit of study is about based on the pictures.
- Explain to students that our community is a small part of a big world. All over the world children go to school just like we do. However opportunities to go to school are different for many children. Some countries like Africa do not have the funding to pay for kids to go to school; this leaving the opportunity for education up to the family. Our second and third grade students have been lucky enough to have adopted a scholarship student from Kenya Africa.
- Over the next few weeks we will be learning about Brian's life and comparing it to our lives. You are going to become community experts and learn ways to help support education across our world. It will be your job to teach Brian all about the community you live in.

How to navigate and use the glog-

- Our First mission is going to be getting to know Brian and learning how to use the glog you see on the projector to find information.
- Read Brian's letter to the class
- Give directions on how to use the glog
  - Glog will be saved under your H drive
  - Click on yellow star and click on Meet Brian
  - Navigate through page with students teaching them about what information it has to offer.

Cooperative review of today's lesson

- Use questioning and paraphrasing spinners to further discuss Brian, his community, our community, and our role in supporting his education. This can be done either small group or whole group.
- Teacher spins the question spinner and gives students a minute to formulate a question using that question starter.
- Teacher randomly selects one student to ask their question and gives students time to discuss their thoughts in small groups.
- Teacher selects one student to share their thoughts.
- Teacher spins the paraphrase spinner and gives students one minute to think about how they would paraphrase the response given. Teacher draws one student to share how they paraphrased.
- Repeat.

Materials

Meet Brian Glog on the projector <http://rvansciver.glogster.com/meet-brian/>

Spinners

Assessment

Observation of the cooperative review

Extensions/ reteaching opportunities

- Clarify misunderstandings during review
- Can extend children's thinking through higher level thinking questions: What facts do we still need to gather about Brian and his school? How would you portray a day in the life of Brian? Based on what you know so far how are you and Brian alike/different?

Activity Templates

Lesson 1: Mystery Envelopes

**Cut out each graphic and place in an envelope for students to open**



Question Spinner

What are possible...	What would the effect of....
What is the difference between...	What is an example of...

Paraphrase Spinner

If I understand you correctly....	Another way to say it is....
To summarize what you said....	Your main point is....

Standards/Inquiry Questions:

- a. Use precise language to express ideas, opinions, and feelings
  - b. Use content-specific vocabulary to ask questions and provide information
  - c. Maintain focus on the topic
  - d. Contribute knowledge to a small group or class discussion to develop a topic
1. Why is it important to use precise vocabulary in communication?
  2. How do people remember new words and their mean?
  3. How do people connect new words to things that are important to them?

Day 2:

Procedure:

- Pose questions about yesterday's lesson. What do you remember about Brian? What do you remember about Kenya?
- Introduce the words community and responsible community member. What do they think these words mean? Explain to students that we are going to create a word splash to help us define these two terms. Split students into small groups and have them brainstorm 5 different words they think of when they hear community and five words they think of when they hear responsible community member. Tell them to hold onto their ideas because we will come back to them at the end of the lesson.
- Remind students about how to navigate a glog. Show them the difference between closing a window and quitting a program.
- Allow students time to navigate the Meet Brian glog on their own. Learn about the play pump and how the community worked together to create a solution for the drought.
- As a class have students share what they learned about the glog and how they will use it independently to find information.
- Remind students about the words they were brainstorming earlier. After navigating through the glog do they have any new words that come to mind? Have them share their words. As a class create a word splash and definition that explains community and another that explains responsible global citizen. Hang them on the wall and explain to students that these are important terms we will be using throughout our unit.

Materials

Computers meet Brian glog <http://rvansciver.glogster.com/meet-brian/>

Assessment

Observations, reflection

Extensions/ reteaching opportunities

reflection

# Word Splash

What are five words that come to mind when you hear the word responsible community member?

What are 5 words that come to mind when you hear the word community?

### Standards/ inquiry questions

#### Geography

- a. Read and interpret information from geographic tools and formulate geographic questions
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps
- c. Locate the community on a map and describe its natural and human features
  - What questions do geographers ask?
  - How does the geography of where we live influence how we live?

### Procedure

Have the On our Way glog pulled up on the projector

- Yesterday we discussed the words community and responsible global citizen. What do you remember? What is unique to our community? What do you think is unique to Brian's community? What questions do you have about the geography of Kenya? Invite students to record a list of questions geographers might ask about a specific region in their reflection logs.
- Today we are going to travel to Kenya, but first we need to know how to get there. Does anyone know of any tools that can help us?
- Using tools such as a globe and an atlas will help us locate where Africa is in our world.

20-30 minutes

- In life we must be able to give people directions and follow directions. In order to do that we need to know and understand cardinal directions or cardinal points. (Students should be familiar with these concepts, but informally assess to determine if reteaching is necessary).
- Explain that cardinal directions or points are North, South, East, and West but also are referred to by using just their initials N, E, S, W these are mostly used for geographic orientation which is a fancy way of saying finding a way using directions.
- Today we are going to use the cardinal directions to help us find Kenya Africa, where Brian lives. We are going to use different tools to help us get there. We will be using a new glog today its title is On Our Way. Review with students how to find and navigate through the glog.
- Have a world map, globes, or an atlas for students to use first have students locate the United States, Colorado and Africa you can also review the cardinal directions at this time.
- Next read through the glog and click on the Bing Map sign to pull up a world map teach students how to use Bing Maps to find our way to Kenya.
- As a class or in small groups complete the scavenger hunt that Brian has sent you on.

5-10 minutes- Reflection/Closing-

- In their logs have students write about how geography helps shape a community.

Name\_\_\_\_\_

Date\_\_\_\_\_

You will need the following colored pencils out to complete your map: blue, green, red, black, and brown.

\_\_\_\_ Label the Pacific Ocean, Atlantic Ocean, Indian Ocean, and Arctic Ocean in blue.

\_\_\_\_ Find the seven continents. Label them in green.

\_\_\_\_ Label the three largest countries in North America in black.



\_\_\_ Draw Colorado. Color it red and label the name of our state and its capitol.  
Can you name the states that border Colorado?

\_\_\_ Find Kenya. Color it red and label the name of the country and its capitol.

\_\_\_ Label the countries bordering Kenya in black.

\_\_\_ Find and label 3 major bodies of water in the United States and 3 major bodies of water in Africa in blue.

\_\_\_ Find the Rocky Mountains. Draw them using a peak sign (^) and label them in brown.

\_\_\_ Find the Sahara Desert. Draw it using a flat sign (-~) and label it in brown.

Standards/ inquiry questions

Geography

- a. Identify how communities manage and use nonrenewable and renewable resources
- b. Identify local boundaries in the community
- c. Explain why people settle in certain areas
- d. Identify examples of physical features that affect human activity
- e. Describe how the size and the character of a community change over time for geographic reasons

How do available resources and their uses create change in a community?

Are renewable and nonrenewable resources managed well? How do you know?

Why are physical features often used as boundaries?

Procedure-

40-45 minutes

- Have the Play Pump article from the Meet Brian blog pulled up on the projector.
- Explain to students a responsible community member helps take care of their community by being environmentally conscious and conserving natural resources. How have you been a responsible community member? Do you recycle? What do you do when you see trash on the ground? Do you turn the water off when you are brushing your teeth or the lights off when you leave home?
- Explain to students that there are many organizations and businesses in the world that help take care of communities. Today we are going to learn how these businesses have helped people in our community and Brian's community. Today we are going to learn about an organization that helped Brian and his friends get running water in their community.
- Talk to students about the scarcity of water in Africa. Have them think about how easy it is for them to get and use water. Then read the Play Pump article. Have students think pair share about what they have learned from the play pump article.
- Discuss with partners or whole group what they learned today about resources in their community. How has what they learned today changed them? What will they do to be responsible community members in the future? Why is it important?

Standards/ inquiry questions

Economics

- a) Explain scarcity
- b) Give examples of choices people make when resources are scarce.
- c) Identify possible solutions when there are limited resources and unlimited demands

How does scarcity affect purchasing decisions?

What are resources used in various communities?

Day 1:

Explain to students that sometimes problems occur that affect our natural resources. For the last two years there has been a drought in Kenya. The drought is causing a scarcity of water and is greatly affecting the people and economy of Kenya. The scarcity of water is making it impossible for crops to grow, animals are dying, and people are dehydrated and starving. Over the next two days we are going to become experts on the drought in Kenya. We will learn how this is affecting communities all over Kenya. As responsible community members it is our job to work together to help other communities that are facing problems. We will put our heads together and come up with solutions on how to help the people of Kenya during this rough time.

. Watch video with students

- Split students into 6 groups and give each group an index card. 4 groups will be faced with a problem because of the drought. 2 groups will be given situations that can be a solution to the problem.
  - 1) Family has lost all of their crops and has nothing to sell at the market.
  - 2) Animals are dying because there is not enough water
  - 3) An outbreak of violence has occurred due to the lack of resources
  - 4) Many students are forced to drop out of school in search of food and water and a better life for their families
  - 5) Organization that can help Kenya
  - 6) Organization that can help Kenya
- Students work together in groups to create posters explaining their economic problem and solution. They will need to follow the checklist to help them include all information.

• Day 2:

- Hold a quick class review about what students had learned yesterday.
- Students reconvene to finalize posters
- Each group presents to the class.
- All students are required to organize the information they have learned on a question sheet. They will also write a reflection giving detail to what they have learned throughout this project.